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ABSTRACT

These five papers represent different aspects of John Jay College of Criminal Justice's efforts in the area of professional career development, with special attention given to the concerns of minority group students and young and mid-career professionals. The introductory paper summarizes the College's history in the area of career development. The second paper addresses the particular needs of the College's minority group student population. The third paper focuses on a number of different programs that were designed to meet the special needs of young and mid-career professionals while the fourth paper examines the College's initial efforts in the area of internships for all students. The fifth and final paper examines a profile of student needs at the College, which, although reflecting the widest possible range of student differences, suggests the many ways students share a common experience. (Author)

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Critical Issues and Innovative Approaches to Career Development and Placement of Minority Group Members and Young and Mid-career Professionals: New Directions, The John Jay College Experience

Five Papers Delivered at
the 1977 NASPA Conference by

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November 23, 1977

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CAREER DEVELOPMENT AT JOHN JAY COLLEGE

Dr. Ronald F. McVey
Dean of Students

John Jay College, established in 1964 as a four year senior college of the New York City University system, has within a short period of time established a world wide reputation for its criminal justice program and related academic degrees. As the college has grown over the thirteen years so has the diversity of its majors. Presently the degrees offered include baccalaureate programs with B.A. or B.S. degrees in Forensic Science, Public Administration, Police Science, Correction Administration, Criminal Justice, Fire Service Administration, Deviant Behavior and Social Control, Government and Public Administration. Associate degrees are offered in Security Administration, Police Science, Correction Administration, Government and Public Administration and Liberal Arts and Masters degrees are offered in Forensic Psychology, Public Administration, Forensic Science, and Criminal Justice.

Fortunately, when the College was founded, it defined its principle mission "as the professionalizing and the education of those presently involved in criminal justice and public service, and even more importantly the education of young citizens who are preparing to enter the police, probation, corrections, fire departments and other public services." With this ideal before it, John Jay College, in its academic pursuits, in its research, and through its special programs, has served the criminal justice profession, the New York City community, and New York State with a variety of public service benefits. Furthermore, John Jay College,

as an institution dedicated to public service, is continually developing innovative and meaningful programs to help improve the lives of the citizens of this city, state and nation.

Perhaps the best description of John Jay College was given by Dr. Frank Newman, President of the University of Rhode Island, who, wrote the following in the Rhode Island Alumni Bulletin:

> There is a college in New York called John Jay College of Criminal Justice that trains people for criminal justice careers. And one of its very important functions, is that it gives a college education to people who are already policemen and correctional officers. For all we know, maybe it is doing the biggest single value - added task of anybody in higher education, and it may be doing the most important one. That may be more important than, say, the Harvard Business School.

John Jay - Immediate, Comprehensive, and Creative

To deserve this type of praise John Jay has developed a mission of public service that is immediate, comprehensive and imaginative. Our mission is immediate, first, through our continued professionalizing of those individuals already in the criminal justice and public service system. Presently we have over 40% of our 7,000 students, who range in age from 20 to over 60, employed in city, state, regional and federal agencies, representing various ranks in their various professions and departments. We have the largest enrollment of veterans of any unit of City University - about 3,000 pre- and post- Vietnam veterans, and there are about 2,000 women attending the college. Second, our mission is immediate, at present, for the 60% of our students, male and female, who are recent high school graduates attending college for the

first time, hopeful of entering a criminal justice related career upon graduation. These young people chose John Jay, our survey's tell us, because of its unique career orientation and training as well as its prestige and urban location. And the ethnic distribution of our 7,000 students is immediately representative of the five boroughs of New York City as it is today; 50% of our population is white, 26% black, 12% Puerto Rican, 1% oriental and 11% other.

Over the years we have changed from a "cop" college of 2,000 in 1969 to an open enrollment college in 1970 of 4,000 students, half of whom were recent high school graduates. We moved in 1973 to a new building to accomodate 8,000 students who were then enrolled at John Jay College and most recently we have gone from a free education to one with tuition payments. These adjustments were not without their problems, but because of them John Jay has become a better college - more aware of social needs and social change.

We are comprehensive in our mission as we work with all public service agencies in a genuine partnership, helping them solve their problems, develop their organization, and upgrade their management.

We perform this comprehensive service through our academic program, seminars, training program, and internships. We consider ourselves to be the model for a public urban institution of higher education and Dr. George Felkenes, President of the Academy

of Criminal Justice Sciences, recently remarked that John Jay is "one of the leading educational institutions in criminal justice in the United States. John Jay has provided the leadership, and has served as the model for many criminal justice departments throughout the nation. The John Jay faculty is one of the best in the country".

We are imaginative in our mission through our creative attempts to plan to meet the future problems of our city and state before they arrive. And we do this through seminars and special programs like crime prevention, consumer protection, self-defense, rape prevention, ex-offender programs, prison programs, arson investigation seminars, promotional training for police and firemen, security training, family crisis intervention programs, and numerous other seminars and internships. All of these ideas, seminars and programs represent John Jay's effort to continue to grow with the needs and changes of the public service agencies that serve our city, state and nation. Mindful as we are of the agencies we serve, so too are we mindful of the students we are educating to either enter those agencies or to continue to be employed in those same agencies.

Educational Philosophy

John Jay College has always been concerned with the education of the working person, and we have always endeavored to follow the educational point made by the philosopher, Alfred North Whitehead, who pointed out that "there can be no adequate technical education

which is not liberal, and no liberal education which is not technical, that is, education must impart both technique and intellectual vision. So we attempt to turn out a pupil who knows something well and can do something well".

We justify the requirement of a liberal arts education in John Jay on the grounds that it contributes to the development of men and women as thinking, critical, creative beings with an awareness of their relationship to the whole of mankind. And we do this with the hope that this type of education trains a person for any career or occupation, while it also enriches their personal and social lives.

Career Development

Meanwhile as the students are pursuing their studies we are also offering them counseling and career guidelines - if and when they wish it.

We have developed a guidance program to meet the needs of our diverse student body, which includes the young, the minority group person, and the mid-career professional, each of whom faces different problems during his education stay at the college. And to meet the needs of those students we offer academic guidance, personal development advice, and vocational counseling from 9 A.M. to 9 P.M. during the week. Our students who attend classes throughout the day and evening frequently utilize these services.

We are aware of the lifelong learning that is necessary for

people who will be working in the future, and we attempt to instill this idea in our students. Also, we try to tell them that they must prepare now for that second career, no matter what their age.

For the beginning workers we offer a wide program of internships throughout the United States in many fields, and for those seeking a first job or a career change we offer programs in resume writing, interviewing experience (with role playing) and valuable advice on jobs and career openings.

We believe that the goal of our education is for the students to be skilled workers, and we do everything we possibly can to achieve that goal. We are continually upgrading our internship programs, increasing our employment opportunities, and educating our students to the world of work as it exists now and as it will exist in the future. We truly believe we are a unique model of what an urban college with a public service mission should be.

The papers which follow will attempt to both explore and explain in greater detail some of the College's programs, problems, achievements and future decisions.

The Particular Needs of Minority Group Students In Regard To Professional Career Development and Placement

James A. Malone
Associate Dean of Students
John Jay College of Criminal Justice

Higher education has had three distinct stages of development in regard to the student population. The first stage, the aristocratic stage, permitted only the offspring of the wealthy to engage in higher education. The second stage, the meritocratic stage, opened the admissions pool to those students who excelled in the elementary and secondary schools. They were admitted to college because of their proven academic ability. However, the correlation between income (wealth) and academic ability seemed to go hand in hand. The student who was admitted under the aristocratic era continued to be admitted, in disproportionate numbers, under the meritocratic stage because of the family's ability to provide superior education at elementary and high school levels. The third stage, the democratic stage, opened the door of higher education to almost all students who sought it. Land grant and other public colleges and universities began to practice a policy of "open admissions." Students who, heretofore, were denied admission because they lacked wealth or proven academic ability, were now given the opportunity for higher education. It was in this third stage of admissions policies, that the majority of minority students came to higher education. Blacks and other minorities, having been saddled with lower family incomes and poor public education, had not qualified for admission in the earlier eras.

Minority students seem to have three major problem areas in regard to career development and professional placement.

The first problem minority students have is related to the fact that many of them are the first in their families to enter college. Many are economically less well-prepared than white students, because of long standing discrimination in employment and insensitive public school systems that were unresponsive to their educational needs. Because of a limited number of professionals in their families or communities, they also lack positive educational role models and often do not find any in the college or university they attend. They, as William Walker suggests, are even different from their counterpart; the poor white ghetto youth, who don't have the same history of enslavement and have not undergone slavery's present day carryover of oppression.[1] Walker also states that although the value system in the ghetto might be similar to that of poor white students, black and other minorities students have been exposed to continuous political rhetoric leading to anti-white and anti-establishment bias which often carries over into the academic setting.[2]

Given the anti-white attitude displayed by the minority students and the often condescending and rejectionist attitude on the part of white administrators, faculty, and counselors, who may not understand the life style of the minority student, the college setting often becomes a hostile environment, devoid of the ingredients for academic success for the minority student. As Leland P. Bradford suggest:

> It is the total individual, not just
> his mind who comes to the learning

> experience. When only part of him is understood and approached, all of him is not reached, and learning does not get very deeply into him and his actions. 3

The second problem is related to the fact that first generation minority students have difficulty negotiating the academic system. The student, new to the academic setting, does not understand how faculty members provide a systematic linkage to graduate school and/or professional employment. The problem becomes more complex since the number of minority faculty in white institutions is miniscule, and minority students are distrustful of white faculty. Faculty, with whom students develop an academic relationship, become the conduit by which they move onto graduate study and the professions.

The third, and probably the most critical problem, is grades. Many minority students have been victims of a public school system that has socialized them to the minimum. Students are passed onto the next grade without having to perform at a satisfactory level. Thus, they fail to fully understand the value of a high academic average. One would be shocked at the number of students who barely graduate with 2.00 point averages, yet request recommendations for graduate school. When counselors discuss their ability to handle graduate work, what surfaces immediately, on the part of the students, is a lack of understanding about their low grade point averages. The students become angry and feel that they have been cheated by the college...and they <u>have</u>, if the institution has not, from the beginning, demanded intensive study and a level of excellence on the part of the student. Most students <u>will</u> rise to the level of faculty expectation.

In attempting to effectively address the aforementioned problems, colleges and universities must change the academic environment by replacing hostility and indifference with genuine interest, concern, and respect for the entering minority student. In short, they should receive a gracious welcome. Special attention must be given to an informative initial orientation. Small group orientation courses should be continued for the entire first semester, for credit, in order to facilitate the adjustment of the less well-prepared minority student to college. Incoming students must be continually apprised of the complex workings of the total higher education system. A college representative must discuss at length the rationale for required courses, majors, the functions of the registrar and bursar, what student government and student activities are all about, and how to connect up with them.

In addressing the second problem, that of adequate role models, minority faculty must be hired and a systemic linkage system to all faculty must be developed. One way of addressing the problem of systemic linkage is through ensuring faculty advisement of student clubs and organizations. However, it is not enough just to employ minority faculty, and there is great danger in academe of hiring minority faculty to handle only minority problems. This situation can create a segregation on campus, much like that which operates in our society at large. Minority students must be able to relate to white faculty as well as white students to minority faculty. What I am suggesting here is that white faculty must become cognizant of the life style, values, and mores of minorities in order to be sensitive to their needs. This sensitivity will enable white faculty to

reach out to minority students and develop student-mentor relationships. Unless white and black faculty and students deal with this critical issue, we will fall victims to what Judge Otto Kerner described in the late sixties:

> We are headed toward two societies in America, one white and advantaged, one black and disadvantaged, and the separation widens with each day. 4

In fact, we in higher education should be cognizant of the advice of psychologist Leslie Berger, who warns that:

> If we cannot integrate our system of higher education, the intellectual arena of the nation, then our society is headed towards bankruptcy. 5

In regard to professional placement and role models, at John Jay College, we have been fortunate in appointing minority faculty. Among them, are Judges, Police Chiefs, Probation Patrol, and Correction Administrators, and others in the fields that the College's curriculum addresses. We also place students in a variety of field placement arrangements, and they become well connected with social agencies, e.g., the courts, hospitals, and other institutions for future employment. Also, many of our students are older and are already working within the professions. They attend John Jay, seeking alternate and second careers and/or promotions within their own agencies. Thus, our younger students, admitted directly from high school, have the opportunity to interact with older students and faculty already engaged in the professions in which they are interested. Insight and enhanced interest, in regard to these professions are natural results of this interaction.

Third problem noted, one of grades, is the most difficult to address. Even before open admissions was instituted at City University of New York, City University SEEK and College Discovery Programs had been developed to meet the needs of disadvantaged students. Remedial courses, counseling, and tutorial services were established in order to maximize the success of students who, heretofore, were not considered for admission to college. However, Colleges must buttress remedial courses, counseling and tutoring service by making sure that courses are scheduled approximately according to placement exam scores. Limiting credit load, based on placement scores and high school average, should be used to make sure students are able to work at their own pace and therefore obtain the highest possible grades.

In conclusion, in any attempt to maximize career development, colleges should be careful not to overwhelm students and must make them feel welcome on the campus and help them to understand the academic system. Colleges must also provide positive career role models for students as well as provide for a healthy faculty and student mix. All of these ingredients set a solid framework for a successful program of career development and placement for the minority student.

Colleges and Universities can only reap benefit from a well place alumni who serve as a career resource to students and advertise the merits of the institution from which they graduate.

The following paper will explore some specific programs whose special focus helped further the career development of all our student including many of our minority group students.

Notes

1. Walker, William unpublished paper on The Needs Of Minority Open Admissions Students, John Jay College of Criminal Justice, 1973.

2. Ibid, op. cit.

3. Bradford, Leland P. "The Teaching-Learning Transaction," Adult Education. Vol. VIII, No. 3, Spring, 1958.

4. Kerner, Otto. "Report of the National Advisory Commission On Civil Disorders", March 1, 1968. U.S. Gov't. Printing Office

5. Berger, Leslie, "University Programs for Urban Black and Puerto Rican Youth; Educational Record; Vol. XLIX; Fall, 1966.

THE ROLE OF THE COLLEGE IN THE DEVELOPMENT OF CAREER RELATED SPECIAL PROGRAMS

BY Jack Zlotnick, Ph.D.
Assistant Dean of Students
John Jay College of Criminal Justice

Let me begin by saying that I am one of those who have come to college counseling and student personal work through the side door. Prior to the last five years which I have spent as Coordinator of Counseling and Associate Director of Special Programs at John Jay College, I spent the previous ten years divided between working first for the New York State Department of Labor, focusing on the educational, employment, and training needs of young adults, and then developing and helping to implement a number of such programs in the East Harlem Community.

During those years there have been a number of recurring issues that have been persistently central to the concerns of the young adults with whom I've had contact. Among those issues which have been most salient, the one which stands out is the individual's general concern for self-improvement. Whether self-improvement took the form of increasing academic achievement or bettering economic circumstances was less important than was the revealing fact that one was perceived as closely related to the other. In effect what was true ten years ago is true now: career development and career opportunity is as much a concern for college students as is the felt need for continuing education to those already working in careers.

The question before us today at NASPA is how can we as college personnel and guidance workers deal effectively with the career development needs of our students, specifically our minority group, young, and mid-career professional students.

There are those critics of higher education who believe that this question is part of the broader question of college goals and

purpose and feel that many colleges today lack the vision, leadership, commitment, and ability to meet the challenges created by the social, economic, and cultural changes taking place in today's world. They indicate that in order for colleges to remain viable institutions they must be prepared to go beyond their traditional role of accumulating, preserving, and transmitting knowledge and begin to actively focus much of their accumulated knowledge to help explore and resolve many of the off-campus concerns of society while remaining responsive to the on-campus concerns of the changing student populations which they serve.

At John Jay largely as a result of the vision and leadership of its President and Vice-President, commitment of its faculty and staff, and the demonstrated interest and ability of its students, the college has ventured beyond the traditional college role and directed a significant portion of its resources and efforts towards the concerns of the wider urban community in which it is located as well as towards its students who help make up the community it represents.

By developing and refining a unique curriculum that merges traditional liberal arts education with specialized education the college has succeeded in creating a learning environment which integrates the academic and abstract with the specialized and practical.

A unique feature and one which has brought the college out to the wider community and has helped highlight its reputation as a College of "Infinite Variety", has been the special programs which have been developed and implemented through the efforts of both the Department of Counseling and the Office of Special Programs. Through such on-going efforts a plethora of wide ranging and diverse educational

programs have been launched which have addressed both the academic and career concerns of the students involved. In most cases, it should be noted that a significant percentage of those students involved were minority group, young and mid-career professionals who were either seeking entry into or mobility up the career ladders in criminal justice, fire science, or other public service professions.

As a result of such joint efforts on the part of the Department of Counseling and the Office of Special Programs, direct linkages were created between the college and many public service organizations and institutions, such as the Police Department, the Housing Authority, the Department of Probation, the Fire Department, the Department of Corrections, and the New York and New Jersey Port Authority.

In each of these cases, the college faculty met with institutional and agency administrators to help explore problems of mutual educational interest and concern. As a result of such meetings, appropriate academic components were identified and included in educational models that were later implemented as programs. The common denominator in those efforts was the recognition on the part of the faculty and agency staff of the need to enable employees in these agencies to once again assume the student role and to continue to develop, augment, and adapt their knowledge and skills in view of the continous and profound changes taking place in the nature of their work. In effect the unique programs that emerged represented a recognition of society's generally increasing demand for more extensively educated professionals in a broad spectrum of public service careers.

Out of these meetings came such career related John Jay programs as the Prelect Program, the Satellite Program, the Port Authority Program, the Promotion and Career Training Programs, and others not discussed in this paper.

The Prelect Program had at its peak over 1,000 students enrolled per semester. Entry level law enforcement personnel who participated in this program took courses at the College in the behavioral sciences to increase their knowledge of human behavior and to enhance their effectiveness as law enforcement officers while concurrently completing their academy requirements for career entry in the Department.

The Satellite Program was designed for the specific purpose of serving as an off-campus community based adult education program to make the college classroom accessible to the wide range of career oriented adults who might never have had the opportunity to enroll in college or to continue their educations. In this program college courses were given in over twenty satellite locations around the City including precinct houses, fire houses, and community centers that were either close to the student's place of employment or residence. Several thousand students including minority group, young and mid-career professionals have participated in this program.

The Port Authority Program was planned by both staff from the Career Development Unit of the Port Authority and the College's Office of Special Programs. The plan called for the College developing and adapting a curriculum leading to an Associate Degree in Government and Administration and for the Port Authority to encourage through tuition reimbursement and career upgrading a sig-

nificant number of mid-career supervisory personnel to begin their college education. Because of the great interest in this program it was later opened to all college students as well as to young mid-career professionals from other institutions and agencies.

Finally, the Promotion and Career Training Program or PACT as it was called, was a program jointly sponsored by the Fire Department and the College, involving over 2,400 students who were employed by the Fire Department and took college level courses in such specific areas as social psychology, management and fire science to both enhance their knowledge in these areas as well as to increase their possibilities of passing civil service exams leading to career promotions in the Fire Department. In time interested Fire Department employees returned to the College to pursue baccalaureate degrees in Fire Science and Fire Science Administration receiving course credit for the PACT Program experience.

It should be noted that many of these unique and innovative programs also provided the career minded employee with a chance to test out his ability to do college level work alongside the traditional non-working full-time student. While this was true of the career minded employee it should also be remembered that most of the full-time traditional students entering from high school selected John Jay specifically because of its criminal justice and fire science programs so that career decisions, however tentative , were never far from their concerns either. By having specifically conceived programs that bring the college out into the wider community and that community to the college John Jay provided the non-working student with a unique opportunity, namely, to get to learn and know much more about various occupations and careers by being able to get the facts as it were,

"straight from the practitioner's mouth", for at John Jay the practitioner was usually a fellow student occupying the adjacent seat in the classroom. Working students already in careers have served as role models for many students seeking entry to careers. In many cases they provided our traditional student with opportunities to test the reality of their perceptions regarding occupational development generally and careers specifically. Once motivated, such students would begin to seek out and receive formal career counseling through the College's Office of Placement and Career Advisement. Through that office interested students might find field placement, independent study, and internships for more direct experience with public service careers.

What might be useful now would be to review some of the factors which enabled the College to assume a leadership role in addressing the career development concerns of its students.

Firstly, of no small consequence, was the college's ability to define its mission to professionalize the education of criminal justice, fire science, and other public service students, early in its history. Secondly, the mission itself served as a natural base from which to launch many career related activities, and thirdly, a significant portion of students who applied to John Jay were career motivated.

With these factors in mind the College sought every means possible to further its mission as well as to create an academic environment that was receptive to the career minded students. To accomplish this John Jay had to do the following:

1. Provide educational programs that would encourage the participation

of a wide range of career minded students, including those already employed in careers.

2. Develop a curriculum that fostered individual growth by providing the type of flexibility that anticipates changes in student educational and/or career directions.
3. Maintain a cooperative approach toward solving many of the special problems that develop around the integration of newly designed and at times terminal College programs.
4. Establish a relatively permanent base of faculty and staff ready and able to implement special registration, orientation, testing and placement services to meet the need of special program students.
5. Provide admissions procedures that allowed students to exit college through leaves of absence due to career related work or training and to re-enter college without penalty or excessive red-tape when such activity was completed.
6. Maintain an on-going liaison with various organizations, agencies, and institutions which shared an interest in professionalizing the education of their employees.
7. Develop the college as a center for the on-going dissemination of criminal justice and fire science knowledge and research through conferences and seminars held for senior administrators middle management, and young and mid-career professionals so as to keep them abreast of the latest information in their respective fields.
8. Encourage a growing alumni of working professionals to serve as role models for our younger students, providing them with first hand information regarding career opportunities.
9. Facilitate the establishment of career focused student clubs

and societies to foster a sharing of career information.

These are but a few approaches taken at John Jay to meet the challenges created by the academic and career development needs of its students. The papers which follow will explore and describe other aspects of the College's efforts in the area of student career development.

THE TRADITIONAL NON-WORKING, FULL-TIME STUDENT

BY: Jon Wicklund
Director of Sponsored Programs
John Jay College of Criminal Justice

In the last section, the role that John Jay has played in designing appropriate academic models for in-service students participating in the College's special programs was discussed. Now we will consider the College's programs in career education for the 3500 traditional non-working, full-time students who comprise the remaining 70% of the student body.

Although these programs are described throughout the college catalogue under field placement, independent career related study, internships, and cooperative education programs, John Jay currently has ten programs that offer motivated students the opportunity to relate their classroom studies to actual job situations, primarily in the criminal justice system.

Six of the ten programs offer students credit for their work experience; two provide stipends, and two, both of which offer full-time work assignments, provide participants with academic credit and salary.

Most of the programs granting credits are administered directly by academic departments or programs. Forensic Science has a crime lab internship prerequisite for its majors. The Government department offers three credits for a seminar and internship where students work for a New York City agency or government official at least eight hours per week. The Community Relations and Organization program has a six credit internship. The Thematic Studies program allows its participants for three credits to design and plan their own field based placements or research projects. In addition, graduate students in the College's Criminal Justice, Public Administration and Forensic Psychology programs are eligible for field work placements.

All of the programs offering stipend or salaries are sponsored by federal agencies. The University Year for ACTION is an extension of the

Vista model of service to the community. Selected students work up to 35 hours per week for one year either in community-based social service organizations or city-wide criminal justice agencies. Each participant receives approximately $2,000 and 30 academic credits for their year of service.

During the past five years, the Office of Placement and Career Advisement has established cooperative education programs with the Internal Inspection Office of the Internal Revenue Service and the U.S. Customs Patrol Service. In both programs co-op students are paid at a GS-4 salary rate for their work as aides to IRS Inspectors and Customs Patrol Officers. Upon receiving their baccalaureate degrees and successfully completing their probationary periods, they are offered full time GS-5 lines without further testing through regular civil service channels.

Since 1973 the Law Enforcement Assistance Administration has sponsored a summer internship program for approximately forty students. Because it is the only career education program offered to all undergraduate and graduate majors, let us look at this program in detail.

The Law Enforcement Assistance Administration (LEAA) provides limited funds to college students to work as interns in criminal justice agencies either during summer recess, or while they are on academic leave-of-absence from their degree program. The internship program is designed to promote an interest in criminal justice careers by providing students with valuable work experience in the criminal justice field.

Students are notified of the program through the college newspaper, posters on the placement office's bulletin board, and announcements by faculty members and student organizations. Applicants are provided with general information about careers in the criminal justice system. On the application form they are asked about criminal justice area and agency preference, past work experience, language skills, and criminal justice

course work.

As a result of the 1976 announcements, 120 students applied for internships. The final selection was based upon academic average and class status. In accordance with the program guidelines, upperclassmen and minority students were given preference. The interns, eight of whom were Black; five, Puerto Rican; and eleven, female-worked in New York State, New Jersey and in one instance, San Juan, Puerto Rico.

The selection of agencies was based upon past contacts that the College had made with those agencies. Recommendations were made by the Vice President of the College, the faculty liaison with the New York City Police Department and the Director of the Forensic Science program. An attempt was made to assign the same number of students to each of the three areas of the criminal justice system: law enforcement, corrections and the court system.

Of the 12 forensic science interns, most worked in the laboratories of the Chief Medical Examiner in New York and Nassau County, while the rest worked in small police departments where they could apply their forensic science skills to actual crime scene investigation. Of the remaining 30 interns, five students were asked to assist in preparing grant proposals and to conduct project evaluations. Six interns held a number of positions in selected correctional institutions; one student worked in a drug rehabilitation center, and another was placed in the Law Libraries program.

The New York City Police Department and the Transit Authority each were assigned three interns. Two students were placed in the Housing Department, and four were assigned to the New York State Division of Criminal Justice Services. Of the latter group, one intern assisted a criminal justice research analyst in drawing up the New York State Annual Comprehensive Crime Control Plan. Three interns worked as investigator aides for the New York State Committee on Crime.

As for the programs's benefits, the most salient is the opportunity afforded to motivated students to relate their academic skills to actual job situations. It is often implied by seasoned agency supervisors that most students either do not have the skills needed for entry level professional employment or do not know how to apply the skills they have acquired. Internship experiences help students acquire new skills and apply those skills effectively. After having worked for state criminal justice planning agencies, three interns felt it was necessary to take courses related to grant proposal preparation and program evaluation in order to further their career goals. Two others decided to enter law school. Having worked for assistant district attorneys, they realized the impossibility of achieving their long range career goals without first obtaining a law degree.

Another important benefit of this program is that internships provide students with opportunities to meet key personnel who are able to advise them of job opportunities and in some cases, hire them for full-time positions. Since most people find jobs through personal contacts rather than newspaper ads, the interns, as a group, are in a better position to secure entry level professional employment than non-interns.

Agency supervisors often become the interns' first realistic career development mentors. Since most faculty are not particularly adept at relating the abstract subject matter of their academic disciplines to specific occupational roles, students generally have a difficult time finding professional career development guidance. Who can serve better in this capacity than a knowledgeable, patient supervisor with only one or two students for whom he is responsible.

Most of the faculty and administrators at John Jay are not only aware of the benefits mentioned above but also of the problems in monitoring

internship programs. These are: (1) lack of recognition given to faculty advisors for their service. In the hierarchy of teaching, research, publishing, committee work, consulting and student advisement, all but the latter are accorded status by the academic community; (2) unrealistic students expectations as to how much can be accomplished in an assignment particularly during a limited internship period; and (3) agency supervisors who use students only for typing, filing and xeroxing.

Under the direction of a senior faculty member in the Sociology Department, an ex-intern is currently doing an evaluation of most of the career education programs offered by the College. Through extensive interviews with other interns, agency supervisors and faculty monitors, the co-evaluators hope to come up with suggestions to integrate internship course work more fully with actual job assignments, to set up more effective orientation programs for prospective interns and to reward faculty members for their service as internship monitors.

A PROFILE OF STUDENT NEEDS AT JOHN JAY

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After reading preceding descriptions of the John Jay student population, one may infer that our student body is splintered into many factions: law enforcement vs. civilian students, black vs. white, adult vs. adolescent. While these differences are significant and certainly lead to a heterogeneous student body, our students share four principal characteristics which supercede their differences.

The first principal characteristic has to do with the student's self-concept as a college student. The majority of our students, law enforcement professional, civilian, white, black, adult and adolescent, have a negative view of themselves as students. This poor self-concept is generally the result of unsatisfying experiences in grade and high school which they bring to college. They have a set of negative expectations about their scholastic abilities and their performance in college which is based on their memory of high school, and are prime examples of what Cross describes as "failure threatened" (1971). Thus a major task of the college is to begin the process of re-orienting our students' self-concept and their anticipation of failure in college.

The second principal characteristic shared by our police and young civilian students is a belief that the college accepted them for admission based on considerations other than their abilities and potential. It is the writer's experience that both white professional adults and black and Hispanic civilian adolescents believe the college accepted them because it had to. The police and firefighters say they were accepted because the

college has an open admissions policy for those working in public safety positions. Many have said, "I wouldn't be accepted to a regular college, I can only be accepted to a college for cops."

Minority students who are recent high school graduates and who have been accepted through open admissions feel that the college really does not want them and is being coerced into accepting them by the open admissions policy. Their refrain is, "I wouldn't be accepted to a regular college, I can only be accepted by a college that takes everyone." Thus both segments feel depersonalized since they believe their admittance is based on their labels rather than on themselves.

A third characteristic shared by John Jay students are the strong social and cultural influences affecting the student's perception of college. Most public safety professional students and most young civilian students come from a poor or working class family background, and their view of college is largely a reflection of their culture's approach to higher education. They view their college career almost exclusively as preparation for economic advancement through the acquisition of specific vocational skills. The student's view of the curriculum is concrete, with the emphasis on "how to" rather than "why." He resents liberal arts requirements as irrelevant since they are not directly related to his career preparation. Furthermore the John Jay student regards self-discovery and developing personal values as unimportant and a luxury for the more affluent college student who does not have to be as concerned with finding a job or a second career. Finally, for many professionals and young people at John Jay college presents the problem of changing one's social role and reference group. Being a "college cop" or a "college man or woman" often leads to concerns of being rejected by one's

peers on the job or in the neighborhood. The stress created by the student's concern with being alienated from his peers who denigrate college is often a cause of the student's ambivalence toward his education during his first few semesters at John Jay.

A fourth characteristic shared by inservice and civilian students is that college makes a great demand on their limited "free" time. The professional's job pressures and family responsibilities already require much time and emotional involvement, so that attending college places a very heavy burden on what little available free time remains. The young civilian student, particularly those form disadvantaged backgrounds, must contend with severe economic hardships and therefore must have a job while attending college. Consequently, like the professional student, he must juggle his daily schedule to meet these pressures. Both the inservice and poor civilian students make considerable sacrifices to attain an education, and all too frequently they cannot continue at a regular pace. Students will frequently withdraw for a semester or a year, return for a while, then withdraw, repeating the sequence many times.

The Counseling Department has developed a number of innovative methods to cope with these major student problems. First, graduate student interns meet regularly with incoming freshmen throughout the year to alleviate the freshman's anxieties and alienation, to give assistance in improving his study skills and to be available as a friend. In addition New York City police officers and firefighters who are graduate students serve as counsleors to policemen and firemen in the same way the graduate interns work with young civilian freshmen. In this way entering students from both groups have a significant other who can help dispel the feelings of isolation and anonymity encountered upon entering college.

Second, the Counseling Department and the Office of Special Programs are developing a number of undergraduate internships in law enforcement and social service agencies to provide students with the opportunity to apply in a real setting the principles they learned in class. This experience will hopefully reduce the student's frustration with and resistance to taking "abstract" courses, and will permit him or her to integrate his academic and applied skills.

Third, by gearing student activities to the interests of both civilian and public safety students the college seeks to provide the student with a reference group in the college to cope with the stress of feeling alienated from one's peers outside the college. Seminars, speakers, plays and movies are attempts to bring the student into greater contact with his fellow students so that he or she can begin the process of developing new peer relationships in which he or she will feel accepted by those sharing the same aspirations and personal goals.

Fourth, the college does not differentiate between full-time and part-time students. There is no School of General Studies at John Jay since the economic and time pressures on our students frequently do not permit them to take a full complement of courses. Thus, a student does not lose his or her matriculated status if he or she switches to a part-time course load. Part-time and full-time students are found in both day and evening courses and both groups are treated as a unitary student body.

Coping with the unusual problems of our unique student body is not easy nor, by any stretch of the imagination, overwhelmingly successful. However, the methods developed to deal with represent significant steps

to go beyond traditional approaches and traditional definitions of the role of the student personnel worker in effectively assisting our students to succeed in college.